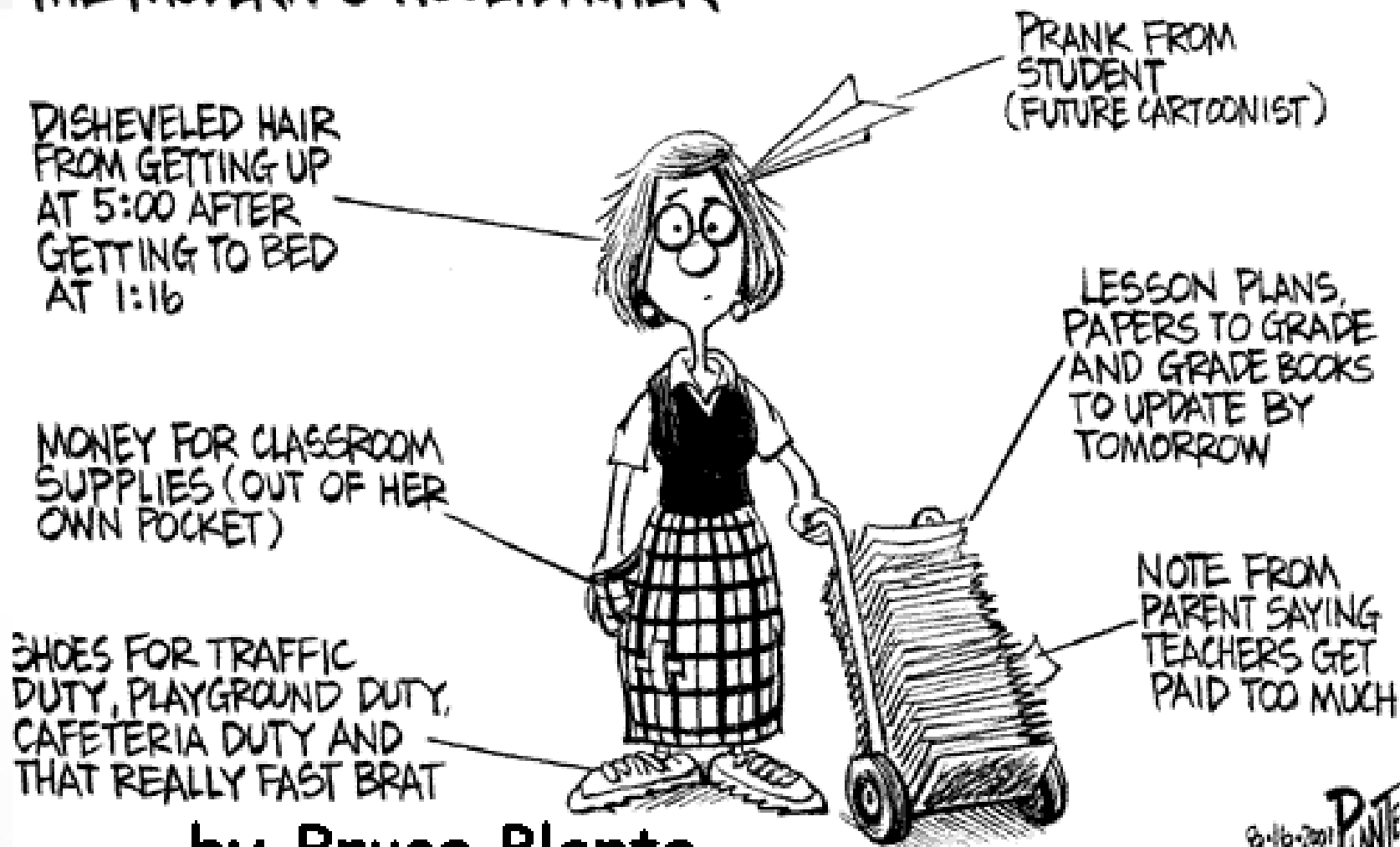


Special Education Programs Updates

Fall 2012



THE MODERN SCHOOLTEACHER

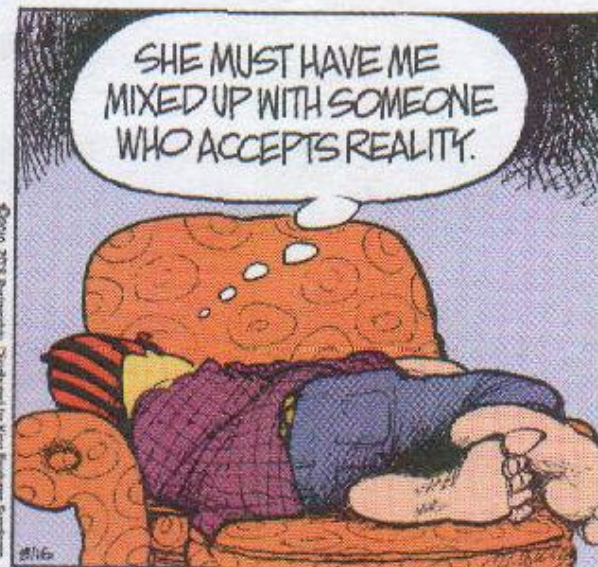


by Bruce Plante

8-16-2001
THE CHATTANOOGA TIMES
PLANTE

Zits®

by JERRY SCOTT and JIM BORGMAN



Zits and all associated characters © 2010 Zits Partnership.

Special Ed forms and Documents



New Forms 2012

New Forms for 2012

http://doe.sd.gov/oess/sped_IEP.aspx

- Meeting Notice
- Prior Notice/Consent for Evaluation
- Prior Written Notice
- Excusal
- Consent to Invite Outside Agency

MEETING NOTICE
ARSD 24:05:27:01.01 & 24:05:25:16



SCHOOL DISTRICT:			DATE SENT:		
STUDENT NAME:					
PARENT/GUARDIAN NAME:					
DOB:		AGE:		GRADE:	

A meeting has been scheduled for _____ at _____ am/pm, CST/MST.

The meeting will be held at _____ in _____.

Purpose for meeting:

<input type="checkbox"/>	Discuss evaluation results
<input type="checkbox"/>	Determine eligibility for special education/related services
<input type="checkbox"/>	Develop an Individual Education Program (IEP)
<input type="checkbox"/>	Amendment to your child's IEP
<input type="checkbox"/>	Transition planning: For a child who is or will be 16 years of age or older during the duration of this IEP
<input type="checkbox"/>	Other _____

As required by federal and state law, in addition to you, we will have the following people at the IEP meeting:

<input type="checkbox"/>	General Education Teacher	<input type="checkbox"/>	Special Education Teacher	<input type="checkbox"/>	Representative from school
<input type="checkbox"/>	Other (include titles of individuals): _____				

If the purpose of the meeting is the consideration of post-secondary goals and transition services for your child, we will be inviting _____ (student) to attend the meeting.

With parent consent, the following agency(ies) representative(s) have been invited to attend the meeting:

Meeting Notice

- **24:05:25:16. Parent participation.** Each district shall take steps to ensure that one or both parents of the child are present at each IEP team meeting or are afforded the opportunity to participate. The district **shall notify parents of the meeting early enough to ensure that they will have an opportunity to attend, scheduling the meeting at a mutually agreed-upon time and place.** The notice to the parents shall state the purpose, time, and location of the IEP team meeting and who will be in attendance and inform the parents of the provisions relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child, including information related to the participation of the Part C service coordinator or other representatives of the Part C system at the initial IEP Team meeting for a child previously served under Part C of the IDEA.
- If a purpose of the IEP team meeting is the consideration of postsecondary goals and transition services for a student, the notice must also address the provisions of § 24:05:25:16.01.
- If parents cannot attend, the district shall use other methods to ensure participation, including individual or conference telephone calls consistent with § 24:05:27:08.04.

PARENTAL PRIOR WRITTEN NOTICE/CONSENT FOR EVALUATION
ARSD 24:05:25

Please read through this form, sign and return last page to the school.		
SCHOOL DISTRICT:		DATE SENT:
STUDENT NAME:		
PARENT/GUARDIAN NAME:		
DOB:	AGE:	GRADE:
Purpose of Notification		
<input type="checkbox"/>	Initial / referral for an evaluation	
<input type="checkbox"/>	Reevaluation of the student's continued need for special education or special education and related services	
<input type="checkbox"/>	Additional Evaluation:	

Per our conversation/visit on _____, it was agreed that the areas listed below will be evaluated and/or previous evaluation information will be used to determine eligibility or continued eligibility for special education services.

Documented Parent Input:

Comprehensive evaluation data must be collected to assist the team in determining if your child is a child with a disability and whether the child is in need of services. The following areas of evaluation are needed and will be administered or if noted, previous evaluation information will be used:

<input type="checkbox"/> Academic Achievement	<input type="checkbox"/> Observation	<input type="checkbox"/> Fine Motor
<input type="checkbox"/> Ability	<input type="checkbox"/> Articulation	<input type="checkbox"/> Gross Motor



SCHOOL DISTRICT:			DATE:		
STUDENT NAME:					
PARENT/GUARDIAN NAME:					
DOB:		AGE:		GRADE:	

Action proposed or refused by the district:

Eligibility

- ☐ Will not be evaluated
- ☐ Is not eligible for special education and related services
- ☐ Is eligible for special education under the category (ies) of _____
- ☐ Will receive the following related services in order to benefit from special education: _____

Reevaluation

- ☐ Continues to be eligible for special education under the category (ies) of _____
- ☐ Eligibility category is being changed from _____ to _____
- ☐ Will continue to receive the following related services to benefit from special education: _____
- ☐ Will begin receiving the following related services to benefit from special education: _____
- ☐ Is no longer in need of the following related services in order to benefit from special education: _____

Educational Placement/Change in Educational Placement

- ☐ Initial educational placement is _____
- ☐ Educational placement is being changed from _____ to _____
- ☐ No longer meets eligibility criteria and will be exited from the special education program
- ☐ Is graduating with a high school diploma and will be exited from the special education program
- ☐ Has reached the maximum age of entitlement (21 years old) and will be exited from the special education program

Individual Education Plan

- ☐ Development of Individual Education Plan
- ☐ Addendum to Individual Education Plan

Disciplinary Change in Placement

- ☐ Conduct is a manifestation of student's disability
- ☐ Conduct is not a manifestation of student's disability

Prior Written Notice

What is it?

Written statements from the school district that inform the parent about any recommendations relating to the:

- identification,
- evaluation,
- educational placement of a student with a disability (or suspected of having a disability) or
- the provision of a free appropriate public education (FAPE).

Prior Written Notice

When must a district provide it?

- 5 days before the district proposes or refuses to initiate or change the
 - identification,
 - evaluation,
 - educational placement, or
 - the provision of FAPE to the student.
- If an action proposed by the district requires parental consent, the district must give prior written notice at the same time it requests parent consent.

Required Information

- Description of the action(s) proposed or refused
- Explanation of why the action is proposed or refused
- Description of each evaluation procedure, assessment, record, or report used as a basis for the proposed or refused action
- Description of other options considered and the reasons why those options were rejected
- Description of other factors that are relevant to the proposed or refused action
- A statement about parent protections under Procedural Safeguards and means by which a copy can be obtained
- Sources for parents to contact to obtain assistance
- Additional information related to the subject of the Notice

- **24:05:30:04. Prior notice.** Written notice which meets the requirements of § 24:05:30:05 must be given to the parents five days before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. The five-day notice requirement may be waived by the parents.

Prior Notice

Five Calendar Day Notice Requirements

In South Dakota, prior notice must be given to parents five calendar days before the district's proposed action or refusal goes into effect. Parents have the right to waive the five calendar day prior notice requirement.

- The district proposes to implement the above action(s) on ____/____/____.
- I wish to waive the mandatory five calendar day waiting period which will start the changes noted in this prior written notice immediately: (Parent Initial)_____Date_____

24:05:30:05. Content of notice. The notice must include the following:

- (1) **A description of the action proposed or refused by the district**, an explanation of why the district proposes or refuses to take the action, and a description of any other options the IEP team considered and the reasons why those options were rejected;
- (2) **A description of each evaluation procedure, assessment, record, or report that the district uses as a basis for the proposal or refusal**;
- (3) A description of any **other factors** which are relevant to the district's proposal or refusal;
- (4) A statement that the parents of a child with a disability have protection under the **procedural safeguards** of this article and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and
- (5) **Sources for** parents to contact to obtain assistance in understanding the provisions of this article.

Explanation of Action Proposed or Refused: (Must address each section below)

- a. Explanation of why the district proposed or refused to take the action:
- b. Description of other options that the IEP team considered and the reasons why those options were rejected:
- c. Description of each evaluation procedure, assessment record or report the district used as a basis for the proposed or refused action:
- d. Description of other factors that are relevant to district's proposal or refusal:

Commonly Asked Questions

Meeting Notice

- Do we still need to do a 5 day for meeting notice?
 - The law states reasonable enable for the parent to participate.
 - We recommend the district determines their own timeline or keep the 5 day notice.
- Do we still need to have the parents waive the 5 day notice for a meeting?
 - No
- Do we need to still fill out a meeting notice if we do a small addendum and prior written notice?
 - Yes

Prior Written Notice

- Must parents have notice 5 days before initiating the IEP?
 - Yes -Parents can waive the 5 days if they give written consent.
- If the parent does not attend the IEP meeting, when does the IEP take effect?
 - It will take effect 5 days from when you send the prior written notice to the parent.
- If we meet prior to the final IEP date but the five days is after the end of the IEP date, is it still in compliance?
 - Only if the parents waived the 5 day notice, otherwise the IEP is considered lapsed and out of compliance. Make every effort to hold meetings early enough for the 5 day rule to be in effect.

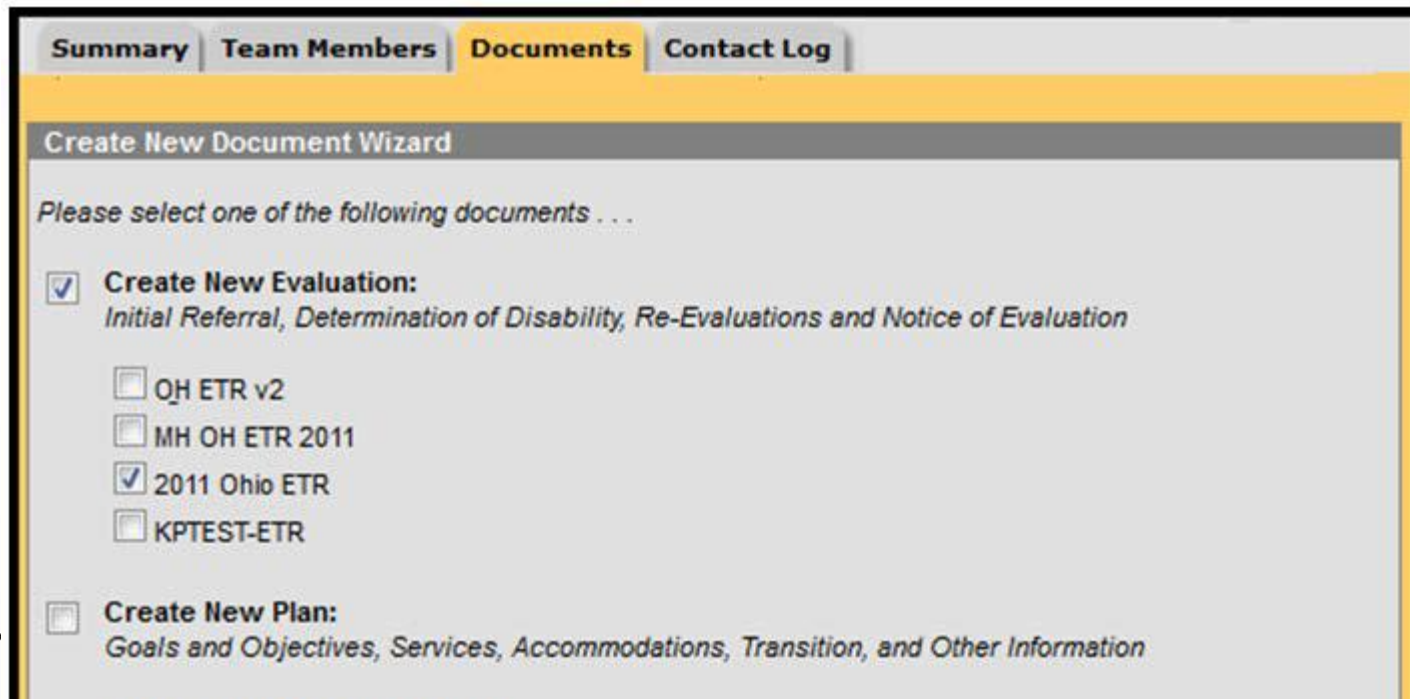
Campus Users

Campus

- Special Ed students has been rolled forward from 11-12 calendars to 12-13 calendar
 - If errors have occurred, contact your tech coordinator to create a ticket with Campus

Campus

- Campus was updated in July
 - New look
 - New way to create special ed documents



The screenshot shows a web application interface with a navigation bar at the top containing four tabs: 'Summary', 'Team Members', 'Documents' (which is highlighted), and 'Contact Log'. Below the navigation bar is a section titled 'Create New Document Wizard'. Inside this section, there is a prompt: 'Please select one of the following documents . . .'. There are two main categories of documents, each with a checkbox and a description. The first category is 'Create New Evaluation:' with the description 'Initial Referral, Determination of Disability, Re-Evaluations and Notice of Evaluation'. It contains four sub-items: 'QH ETR v2', 'MH OH ETR 2011', '2011 Ohio ETR' (which is checked), and 'KPTEST-ETR'. The second category is 'Create New Plan:' with the description 'Goals and Objectives, Services, Accommodations, Transition, and Other Information'. It contains one sub-item: 'Create New Plan:' (which is unchecked).

Summary | Team Members | Documents | Contact Log

Create New Document Wizard

Please select one of the following documents . . .

☒ **Create New Evaluation:**
Initial Referral, Determination of Disability, Re-Evaluations and Notice of Evaluation

☐ QH ETR v2

☐ MH OH ETR 2011

☒ 2011 Ohio ETR

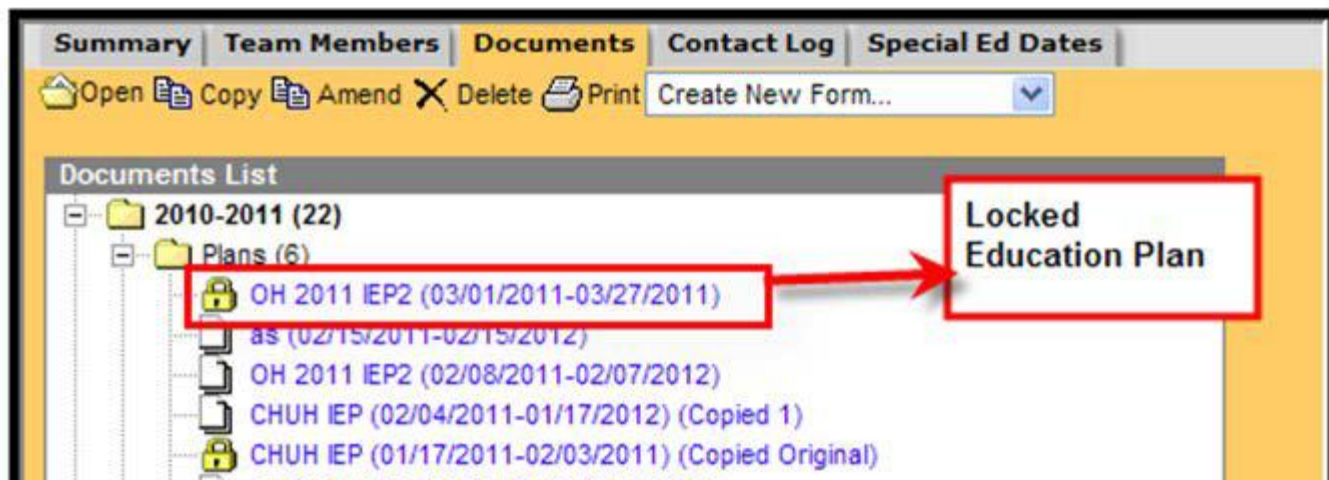
☐ KPTEST-ETR

☐ **Create New Plan:**
Goals and Objectives, Services, Accommodations, Transition, and Other Information

Campus

- **Locked Documents**

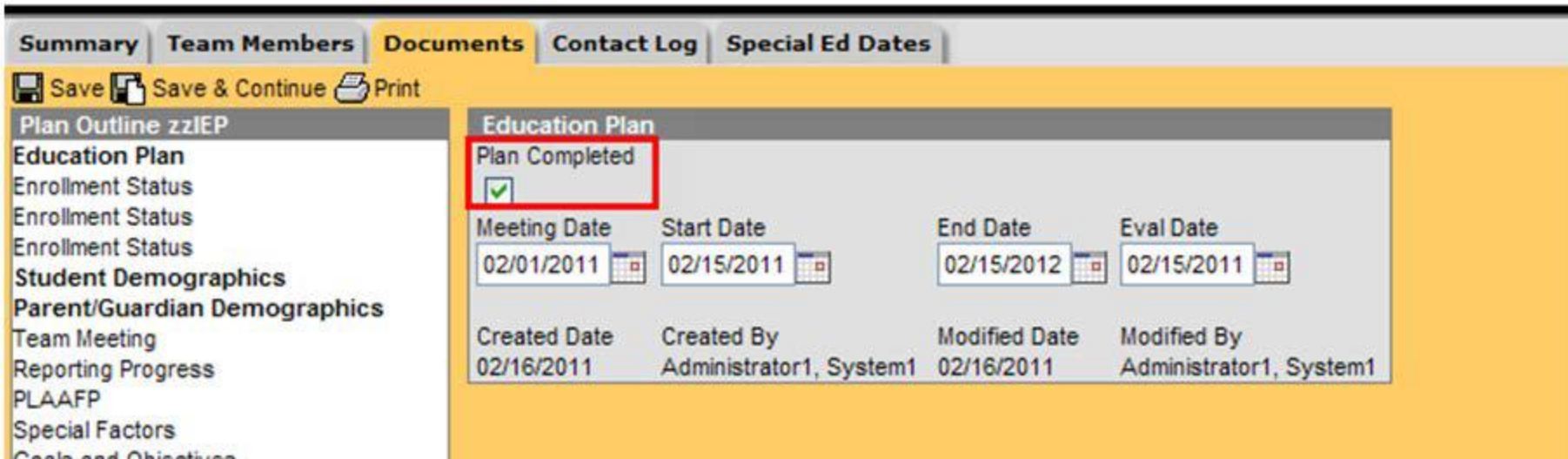
- When a plan or evaluation is complete, Case Managers can lock the documents to indicate no additional changes will or can be made. If all documents within a folder are locked, the folder itself will display a lock icon.



Campus

- **Locking a Document**

1. Select a plan or evaluation from the **Documents List** and open it.
2. In the editor, mark the **Completed** checkbox.
3. Select the **Save** icon when finished.



Summary | Team Members | **Documents** | Contact Log | Special Ed Dates

Save Save & Continue Print

Plan Outline zzIEP

Education Plan

Enrollment Status

Enrollment Status

Enrollment Status

Student Demographics

Parent/Guardian Demographics

Team Meeting

Reporting Progress

PLAAFP

Special Factors

Goals and Objectives

Education Plan

Plan Completed ☒

Meeting Date Start Date End Date Eval Date

02/01/2011 02/15/2011 02/15/2012 02/15/2011

Created Date Created By Modified Date Modified By

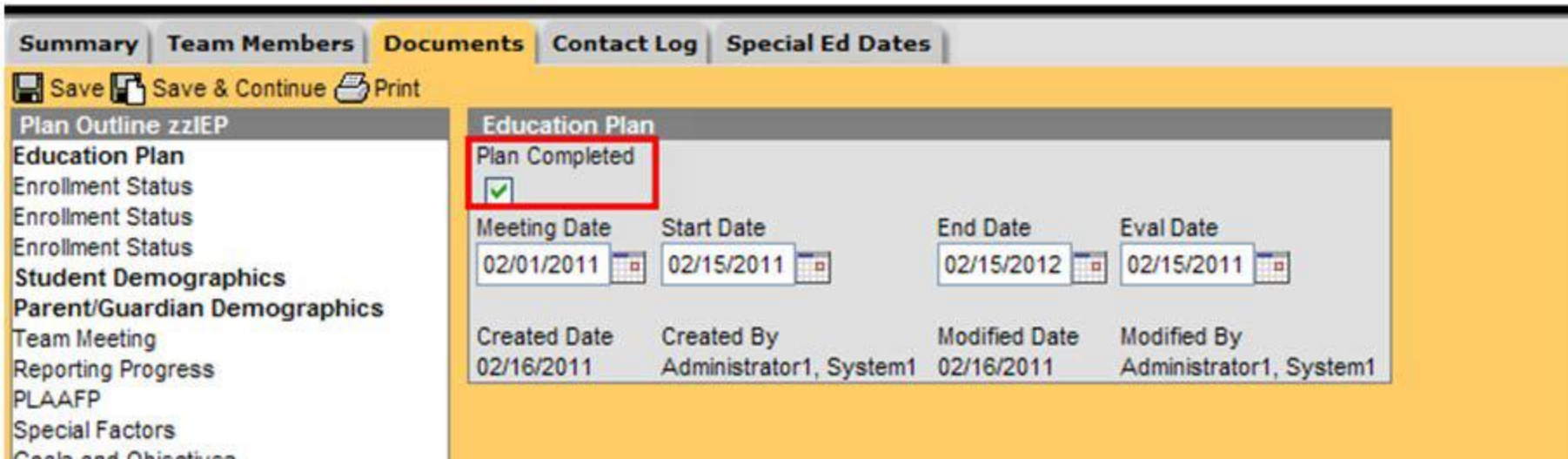
02/16/2011 Administrator1, System1 02/16/2011 Administrator1, System1

Campus

- **Locking a Document**

Locking a document enables additional functioning in Campus such as:

1. Process alerts: annual IEP due date, re-eval due date...
2. IEPs appearing in gradebook for team member and Parent Portal if set up by tech coordinator



Summary | Team Members | Documents | Contact Log | Special Ed Dates

Save Save & Continue Print

Plan Outline zzIEP

Education Plan

Enrollment Status

Enrollment Status

Enrollment Status

Student Demographics

Parent/Guardian Demographics

Team Meeting

Reporting Progress

PLAAFP

Special Factors

Goals and Objectives

Education Plan

Plan Completed ☒

Meeting Date Start Date End Date Eval Date

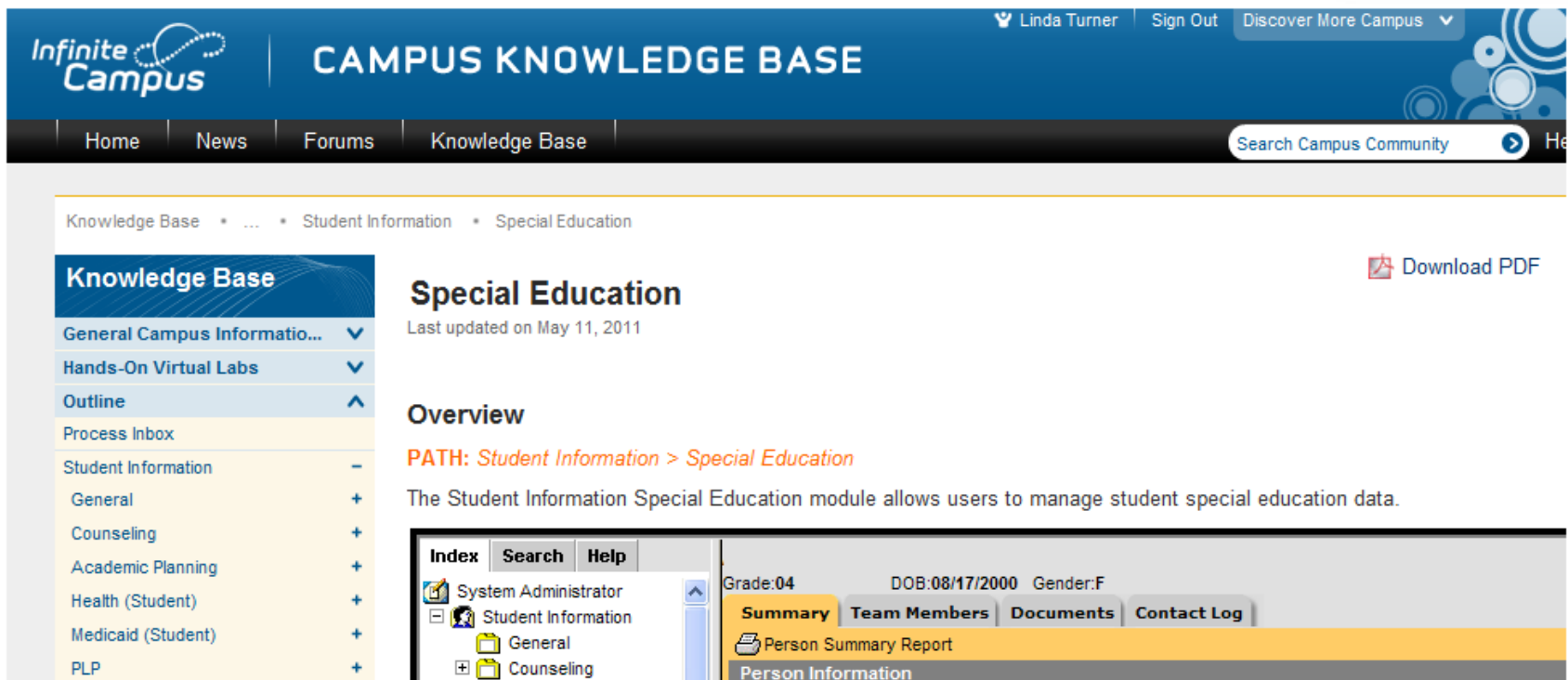
02/01/2011 02/15/2011 02/15/2012 02/15/2011

Created Date Created By Modified Date Modified By

02/16/2011 Administrator1, System1 02/16/2011 Administrator1, System1

Campus

- Campus Community
 - Can access in upper right corner in Campus



The screenshot shows the Infinite Campus Knowledge Base interface. The top navigation bar includes the Infinite Campus logo, the title "CAMPUS KNOWLEDGE BASE", and user information for Linda Turner with links for Sign Out and Discover More Campus. Below this is a secondary navigation bar with links for Home, News, Forums, and Knowledge Base, along with a search bar for the Campus Community. The main content area displays a breadcrumb trail: Knowledge Base > ... > Student Information > Special Education. A left sidebar lists various knowledge base categories, with "Special Education" selected. The main content area is titled "Special Education" and includes a "Download PDF" link. It provides an overview of the Special Education module, stating it allows users to manage student special education data. At the bottom, there is a detailed view for a specific student, showing fields for Grade (04), DOB (08/17/2000), and Gender (F). This view includes tabs for Summary, Team Members, Documents, and Contact Log, and a list of available reports such as Person Summary Report and Person Information.

Campus

- Planning to take an update Sept 8, will include (will send notice out on IEP users listserv):
 - New special ed forms
 - Meeting Notice
 - Excusal
 - Prior Notice/Consent for Evaluation
 - Prior Written Notice
 - Consent to Invite Outside Agency
 - New behavior module

Eligibility Guide



Zits [BY JERRY SCOTT + JIM BORGMAN]

Eligibility Guide

- Please take note of a few changes.
 - Deaf-Blindness
 - “current (within 1-2 years)” was removed and replaced with “Ophthalmological or Optometric”
 - Vision Loss
 - “current (within 1-2 years)” was removed and replaced with “Ophthalmological or Optometric”

Eligibility Guide

- Speech/Language, Language Impairment
 - Q&A additions
 - Language
 - “How is eligibility for a language disability determined for students age 9 and older?”
 - » For students 9 years or older, in order to support eligibility under the 550 category of language, the IEP team must use the ability score in the Specific Learning Disability regression chart to determine if the language score meets the required regression score.
 - Additional Q&A coming

Eligibility Guide

- Developmental Profile 3 (DP3)
 - Removed from Achievement and placed under Developmental

Eligibility Guide

- Other Health Impairment
 - “During a reevaluation, are clinically significant scores required on the behavior evaluations to support continued eligibility under the category of OHI due to ADHD?”
 - In some cases, behavior evaluation scores may not fall into the “clinically significant” range during the reevaluation process due to successful interventions. To determine continued eligibility under this category, the original diagnosis should be pulled forward and scores from the current behavior evaluation must be at least in the “elevated” range. The evaluations must also include specific skill based assessment in the area of behavior to support educational impact and the need for specialized instruction.

Eligibility Guide

- Emotional Disturbance
 - “What is meant by ‘community’ when talking about other settings?”
 - When looking at qualifying a student under the category of Emotional Disturbance, there needs to be significant concerns in another setting besides the school. This can be unstructured settings such as sports activities, after school programs, day care, private counselor, religious activities, employer/job coach, judicial officer, etc. Make sure the parent is notified if you are asking those outside the classroom to complete a behavior checklist.

Eligibility Guide

- Emotional Disturbance
 - “Can *any* score that is significant on a behavior scale be used to qualify students for ED?”
 - Over the years, behavior scales have expanded in what they address, such as social skills, attitude toward school, etc. Best practice is to use scores that are directly related to the actual disability such as depression or anxiety, and rely on such things as social skills, adaptive skills, and learning problems as characteristics that support the disability.

Eligibility Guide

- Emotional Disturbance
 - “If there are clinically significant scores at home or at school, but not both, will the child still meet criteria for Emotional Disturbance?”
 - There must be elevated scores in two or more settings to meet criteria for ED. In addition, a pattern of concerns supported by correlation between raters is needed to support educational impact.

Eligibility Guide

- Related Services
 - Handout for download

Reporting Student Information

Medicaid

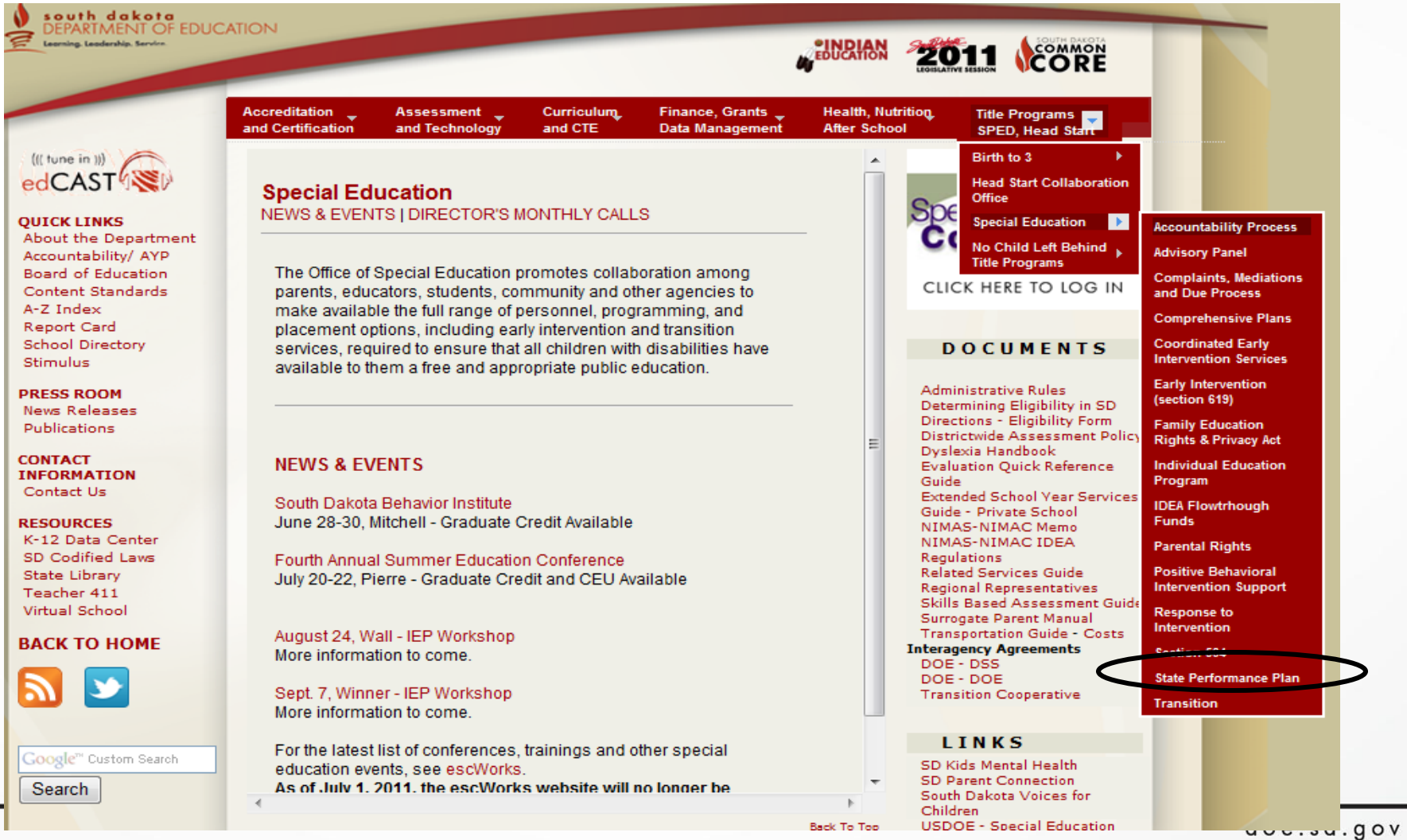
Regulations and Forms

- ARSD 24:05
- Private Insurance
- Public Insurance
- Documents found on the Forms and Technical Assistance page
- Note: Medicaid is the payer of last resort

State Performance Plan (SPP)

Updates and
Changes to Measurements

State Performance Plan (SPP)



The screenshot shows the South Dakota Department of Education website. The header includes the department's logo and name, along with logos for Indian Education, the 2011 Legislative Session, and the South Dakota Common Core. A navigation bar contains links to Accreditation and Certification, Assessment and Technology, Curriculum and CTE, Finance, Grants Data Management, Health, Nutrition After School, and Title Programs SPED, Head Start. The main content area is titled "Special Education" and includes a "NEWS & EVENTS | DIRECTOR'S MONTHLY CALLS" section. The sidebar on the left contains "QUICK LINKS", "PRESS ROOM", "CONTACT INFORMATION", and "RESOURCES". The sidebar on the right contains a list of links, with "State Performance Plan" circled in red. The footer includes a Google Custom Search bar and a "Back To Top" link.

QUICK LINKS
About the Department
Accountability/ AYP
Board of Education
Content Standards
A-Z Index
Report Card
School Directory
Stimulus

PRESS ROOM
News Releases
Publications

CONTACT INFORMATION
Contact Us

RESOURCES
K-12 Data Center
SD Codified Laws
State Library
Teacher 411
Virtual School

BACK TO HOME

Special Education
NEWS & EVENTS | DIRECTOR'S MONTHLY CALLS

The Office of Special Education promotes collaboration among parents, educators, students, community and other agencies to make available the full range of personnel, programming, and placement options, including early intervention and transition services, required to ensure that all children with disabilities have available to them a free and appropriate public education.

NEWS & EVENTS

South Dakota Behavior Institute
June 28-30, Mitchell - Graduate Credit Available

Fourth Annual Summer Education Conference
July 20-22, Pierre - Graduate Credit and CEU Available

August 24, Wall - IEP Workshop
More information to come.

Sept. 7, Winner - IEP Workshop
More information to come.

For the latest list of conferences, trainings and other special education events, see [escWorks](#).
As of July 1, 2011, the [escWorks](#) website will no longer be

DOCUMENTS

Administrative Rules
Determining Eligibility in SD
Directions - Eligibility Form
Districtwide Assessment Policy
Dyslexia Handbook
Evaluation Quick Reference Guide
Extended School Year Services Guide - Private School
NIMAS-NIMAC Memo
NIMAS-NIMAC IDEA Regulations
Related Services Guide
Regional Representatives
Skills Based Assessment Guide
Surrogate Parent Manual
Transportation Guide - Costs
Interagency Agreements
DOE - DSS
DOE - DOE
Transition Cooperative

LINKS

SD Kids Mental Health
SD Parent Connection
South Dakota Voices for Children
USDOE - Special Education

Accountability Process
Advisory Panel
Complaints, Mediations and Due Process
Comprehensive Plans
Coordinated Early Intervention Services
Early Intervention (section 619)
Family Education Rights & Privacy Act
Individual Education Program
IDEA Flowthrough Funds
Parental Rights
Positive Behavioral Intervention Support
Response to Intervention
Section 504
State Performance Plan
Transition

CLICK HERE TO LOG IN

Back To Top

doe.sd.gov

SPP Determinations 2012:

- Based on data from 2010-2011.
- State Determination:
 - Met Requirements
 - Fifth year in a row
- District Determinations (ARSD 24:05:20:23:04):
 - All districts met requirements
 - Public reporting is not required unless requested



Indicator 11&12

- Collection for Indicator 11 &12 has been **separated**
 - Indicator 11 collects initial evals for students age 3-21
 - Includes students who transfer from out of state

Preschool

Indicator 12

- Measurement:
 - The percentage of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.
 - TARGET: 100%

Indicator 12

- Indicator 12 collects initial evals for students currently in Birth to 3 who are turning 3 and evaluated to determine continued eligibility
 - For 2011-2012 birthdates could range from
 - July 1, 2008 to March 30, 2010
 - Eligibility evals can be done as early as 9 months prior
 - BDI would still have to be administered up to one month prior to turning 3 if needed for Preschool Outcomes

Indicator 12

- Transition from Part C to Part B:
 - Begins when the child is two and a half years old
 - Transition planning meetings can begin as early as 9 months prior but no later than 90 days before the child's 3rd birthday
- District Notification from B-3:
 - Service Coordinators make written referral to school districts for the purpose of evaluations to determine eligibility 9 mos prior to transition
 - SEA send an electronic notification 90 days prior to a student transitioning to the Sped Director
 - Sped Directors must forward to appropriate recipient
 - Do not have to reply to state staff, this is just an FYI
- Local school districts:
 - Conduct evaluations and determine eligibility for children who are referred from Part C to Part B preschool in cooperation with the local service coordinator

Indicator 12

- Students entered for Indicator 12 should have a BDI with a program note “Transition” or “Exit C”
 - Exception would be students who had been in B-3 less than 6 months before turning 3, in this case the note will be NA
 - BDI score is used for Indicator 7

Indicator 12 data

- Indicator 12 data includes students receiving Part C B-3 services who are evaluated for Part B 619 services
 - Eligible and Not Eligible students included
 - IEP is developed by students 3rd birthday
- Wendy will send out a list of B-3 students to each district, once you receive this data you can add your information and submit the data by email, fax or mail. If you have not received your B-3 data from Wendy by September 1st, please contact her.
- Indicator 12 data *will be due October 1st, 2012. Please do not submit before you receive your district B-3 data.*
- Directions and spreadsheet can be found at http://doe.sd.gov/oess/sped_SPP.aspx
- Please remember to submit your 2011-2012 school calendar along with your Indicator 12 spreadsheet
 - Calendar you used to calculate the days must be the one you submit, this may be different than the district calendar
 - Please document snow days or other relevant days not noted on the calendar
 - If the calendar is the same as one submitted for Indicator 11, you can state that in the email when you submit your spreadsheet and you will not have to resubmit the calendar

Indicator 6:

Preschool Setting TA Documents

- **How Do I determine Least Restrictive Environment?**
 - <http://doe.sd.gov/oess/documents/CodingLRE.pdf>
 - <http://doe.sd.gov/oess/documents/PreKLRE.pdf>
- **Visit the Preschool 619 Webpage for all TA Documents:**
 - http://doe.sd.gov/oess/sped_earlyIntervention619.aspx

Indicator 7: Preschool Outcomes

- When to administer the Battelle Developmental Inventory (BDI2):
 - **Entering/Transitioning:**
 - Students entering Part C and/or transitioning into or entering Part B 619 programs **(including Speech only students)**
 - **Exiting:**
 - Students exiting Part C, and/or part B 619 program and
 - Received 6 months or more of special education services
 - Has baseline/entry BDI2 scores on or after 3/1/2006
 - Refer to flowchart
http://doe.sd.gov/oess/documents/sped_BattelleFlowchart.pdf

Indicator 7:

Preschool Outcomes


- Can BDI be pulled forward?
 - For Eligibility determinations, BDI can be pulled forward if team determines it is still an accurate representation
 - For Preschool Outcomes (Entry C, Exit C, Transition C to B, Entry B, Exit B) BDI needs to be administered in the previous 3 months to use for Preschool Outcome requirement (based on norm tables)

Indicator 7: Preschool Outcomes

- Scoring the BDI2 -

- Program Notes:**

- The purpose for which the BDI2 was administered needs to be entered as a Program Note within each assessment.

	COM	MOT	COG	Observations	Program Note	Delete
	X	X	X	-	<u>Program Note</u>	

- SEP cannot track a District's progress without this information

Indicator 7: Preschool Outcomes

- **Program Notes:**

- Entry C (entering the b-3 program)
- Exit C (exiting the b-3 program and **not** continuing on to part b 3-5)
- Transition (student is aging out of Part C and determined eligible for Part B)
- Entry B (entering part b and was not a part c kid)
- Exit B (graduating from the program, aging out, or parent removal etc.)
- NA (*student not determined eligible for Special Education or assessment was given for purposes other than that required by the State Performance Plan*)
- **THIS MUST BE ENTERED EXACTLY AS STATED ABOVE. PLEASE DO NOT ADD ADDITIONAL TEXT/WORDING.**

Indicator 7: Exporting

–Exporting BDI2 Data:

- To verify your school data and to ensure that all *Program Notes* have been entered correctly, please follow the exporting directions.

<http://doe.sd.gov/oess/specialed/docs/Battelle%20docs/Entering.Exporting.BDI2.pdf>

Indicator 7 Progress Monitoring Change in Guidelines

- Evaluation timeline for students turning 6 years old
 - BDI-2 exit assessment will be administered within 90 calendar days prior to a student's 6th birthday or upon exiting Part B 619 services. If the student's 6th birthday occurs during *July or August* the BDI-2 may be completed within 30 calendar days prior to the end of the LEA's current school year.
 - Change will take place 2012-2013 school year
 - "Current school year" is school specific and will be identified through submission of calendar if verification is needed at any time
 - Changes to the Battelle Q&A have been posted
http://doe.sd.gov/oess/documents/sped_BattelleQA.pdf
 - Any question can be directed to Wendy.Jarvis@state.sd.us

BDI-2 Mobile Data

- Riverside is discontinuing Palm
- They are going to Mobile Data Solutions (MDS)
 - Information on MDS can be found at http://www.youtube.com/watch?v=wP1YkggpFyk&feature=player_embedded
- If your district is interested please contact Riverside directly
 - <http://www.riversidepublishing.com/products/bdi2/>
 - Districts purchase and work with Riverside, SEP does not handle any technical support or funding for the MDS

Early Intervention (Section 619)

- Added 2 new manuals to the DOE Early Intervention site
 - http://doe.sd.gov/oess/sped_earlyIntervention619.aspx
 - Data Manager for Examiners
 - Data manager for Administrators
- Updated the BDI Q & A manual to include changes to 6 year old timeline.

Parent Involvement

Indicator 8

- Parent Surveys

- sent to district/coop early August
- NEW survey!!
- Online version available as well
 - **PARENT INVOLVEMENT SURVEY**
 - <http://www.surveymonkey.com/s/Q6JW6HJ>
 - **ENCUESTA DE PARTICIPACIÓN DE LOS PADRES**
 - <http://www.surveymonkey.com/s/MJNWNVJ>
- Please contact Alicia Schoenhard for additional copies if needed or for Spanish copies
 - Alicia.Schoenhard@state.sd.us
 - 773-3219

Indicator 8: Parent Survey

- District decides how to distribute survey and prepaid envelope to parents
 - Could hand out at IEP meeting and have parents fill out in private before leaving, mail out in spring, distribute at semester conferences, offer incentives...
 - Parents need a survey for each child separately
- Complete and return before May 31, 2013
- Number of surveys based on the December 2011 child count

High School Transition

Indicators, Activities, Ideas,
Regulations

TSLP Program

Internet Explorer provided by State of South Dakota
//www.tslp.org/index.htm

favorites Tools Help

HOME | STUDENTS | PARENTS | SCHOOLS | SERVICE PROVIDERS | LIAISONS, TRAINING & CONFERENCES | LINKS/OTHER RESOURCES | AGENCIES



TSLP Programs

Catch the Wave

A day of university orientation for high school sophomores with disabilities who are considering post-secondary education.

[More >>](#)

Project Skills

A paid work experience program for high school students with disabilities. The work experience can last from 50-250 hours, with no overtime allowed. Students are paid minimum wage.

[More >>](#)

YLF

A unique career and leadership training program for high school juniors and seniors to learn more about self advocacy skills, disability awareness and more.

[More >>](#)

Transition Tacklebox

Compilation of in-depth transition resources for SPED personnel and families.

[More>>](#)

South Dakota's Guide to Post-Secondary Disability Documentation

This guide will assist all organizations, as well as parents and students, to determine their roles and to assist students with disabilities who enroll in post-secondary education to obtain needed documentation. [Get the Guide!](#)

What are Transition Services?

Transition services are a coordinated set of activities for a child with a disability, based on the individual child's needs, taking into account the child's strengths, preferences and interests; and designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities.

Transition Services Liaison Project assists students with disabilities, their families, schools and adult service agencies to make the transition from high school to post-school be a meaningful experience.



PARENTS

- [Why Are You Here?](#)
- [Cornerstones Handbook](#)
- [Transition Tacklebox](#)
- [Parent Brief](#)
- [Tips for Parents](#)
- [Parent Transition Checklist](#)
- [More >>](#)

STUDENTS

- [Youth Leadership Forum](#)
- [Project Skills](#)
- [The 411 on Disability Disclosure](#)
- [As you Turn 18?](#)
- [ACT Accommodations](#)
- [Compass Assessment](#)
- [More >>](#)

SCHOOLS

- [State Performance Plan](#)
- [Indicator 13 checklist & specifics](#)
- [National Secondary Transition Technical Assistance Center \(NSTTAC\)](#)
- [Transition Checklist](#)
- [More >>](#)

Transition Services Provided:

- Linkages with schools, families and adult service agencies
- Regionally-based Transition Liaisons
- Technical assistance and training
- Paid work experience programs for students with disabilities
- Student leadership/self-advocacy activities
- Post-secondary educational activities and linkages
- Regional Transition Forums
- Transition Resources

www.TSLP.org

Ind. 13 Requirements

- Eight areas to check
 1. Measurable post-secondary goals
 2. Post-secondary goals updated annually**
 3. Evidence of transition assessment
 4. Transition Services
 5. Course of Study
 6. Annual IEP goals related to transition services
 7. Evidence student was invited **
 8. Evidence outside agency was invited or discussed

Indicator 13 10-11 Review

Top out of compliance issues

1. Conducted transition assessment but no evidence of information brought into IEP (PLAAFP)
2. Districts need to get prior written consent to invite outside agencies or share information with outside agencies.
 1. Get written consent to invite
 2. Meeting Prior Notice with agency invited
 3. Hold the meeting
3. Course of study does not match post-secondary goal of the student.
 1. Student headed to college in resource room for construction

Transfer of Rights

1. Discussion must occur one year prior to age 18.
2. Student should attend this discussion.
3. Clearly explain in student language IDEA rights.
4. Document discussion of transfer of rights.
5. Send Prior Written Notice to student and parent prior to reaching age 18.

Worthington City (OH) School District case

Secondary Transition

Evidence- Based Predictors

- National Secondary Transition Technical Assistance Center (NSTTAC)
 - Correlation research literature review
 - Predictors of Post-School Success
 - Evidence-Based Practices
 - Lesson plans
- Online class coming in 2012-2013 year
- More information: Contact Melissa Flor at 773-3678

12-13 Indicator 13 Schools checked during on-site review

- Bennett County
- Canistota
- Chester Area
- Custer
- Eureka
- Faith
- Florence
- Haakon
- Hill City
- Kadoka Area
- Lennox
- Menno
- Milbank
- Newell
- Oelrichs
- Sanborn Central
- Selby Area
- Sioux Valley
- Sisseton
- Tripp-Delmont
- Waubay
- Wilmot
- Wolsey-
Wessington

Indicator 13 Trainings

- More information coming soon:
- Transition Indicator training
 - September 17 – Huron
 - September 18 – Sioux Falls
 - September 19 – Aberdeen
 - September 20 - Pierre
 - Rapid City training October 16

Graduation TA Guide

- On website under Transition Page and Graduation requirements
- Highly Recommended!! Read and Share
- Information:
 - IEP may modify coursework
 - Consider by district and IEP team
 - Post-secondary goals
 - Future needs
 - Graduation Ceremony policies
 - Transcripts verse Report Cards

Indicator 14:

Post School Outcomes Website

- Exit survey completed for every student who is exiting special education on a secure website.
 - This should have included all exiters (graduates, age out, and **dropout**) through June 30, 2012.
- Districts can run reports on students:
 - Entered
 - Surveyed

Verifying SPP Data

Assessment data used for SPP

- Secured versions of 11/12 Report Cards were sent to Superintendents July 26
- ESEA Waiver was approved.
- There no designation on the Report Cards as to regarding AYP or any resulting Title I Designations.
- The report does include:
 - Achievement levels according to previously established AMO targets
 - Graduation rates
 - Attendance rates for all student subgroups for all districts/schools

Assessment data used for SPP

- Assessment data is used for SPP Indicators:
 - Indicator 1: Graduation rate
 - Indicator 2: Dropout rate
 - Indicator 3A: **Change in Measurement for 11/12 based on approval of waiver:**
 - District met the State's AMO targets for the disability – Y or N
 - Indicator 3b: Students with disabilities participation rate
 - Indicator 3c: Proficiency Rate for students with disabilities in reading and math
- Must be verified by Special Ed. Director and appealed during the appeal timeline
 - Appeals submitted by 8/24/2012 by 5 pm

October Verification

- SEP will submit to districts for verification on:
 - **Compliance Indicators 11, 12, and 13**
 - Any district not at 100% compliance, a Corrective Action Plan (CAP) will be attached.
 - District will have 1 year from written notification to be back in compliance.
 - Appeal process will be open for 2 weeks.

New SPP Data Reports

- New SPP trend data reports will be sent out to districts soon.

Notification

- All information on SPP goes to listed “Sped Director”.
- If a specific teacher would like to be cc, please contact Melissa.Flor@state.sd.us

Monitoring and Data Collection

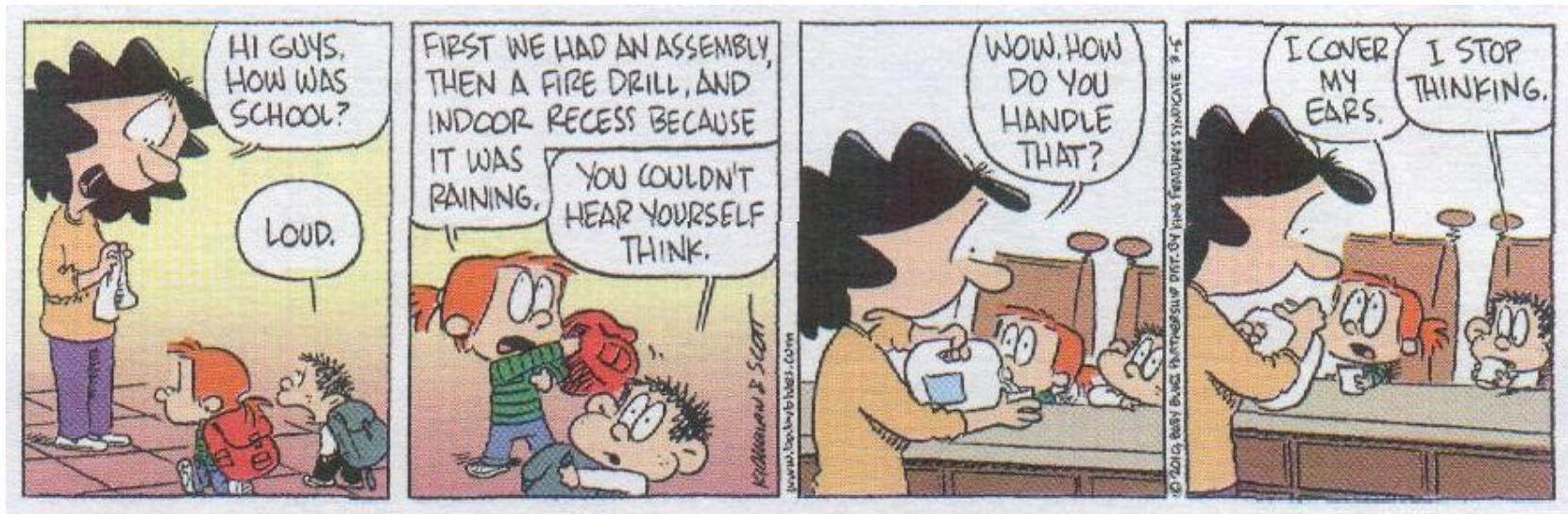
Monitoring

- All districts will be reviewed during four year cycle.
 - Indicator 13 will be collected.
- Automatic visits for:
 - Complaint/Due Process
 - Disproportionality
 - Suspension/Expulsion Issues
- Districts notified in fall if either an audit or onsite visit required

Correction of Noncompliance

- In verifying the correction of noncompliance, states must meet both prongs of OSEP Memo 09-02, by verifying that the LEA:
 - Prong 1: Corrected each individual case of noncompliance; and
 - Prong 2: Is correctly implementing based on the state's review of updated data.

Statewide Assessment and Accommodations




Accommodation Materials

- Accommodation Training Module:
<http://doe.sd.gov/oats/dakSTEP.asp> - under Documents on the right
 - LiveMeeting presentation on providing and documenting accommodations for statewide assessment posted on the web.
 - These trainings are targeted for teachers
 - Read aloud guidelines will be covered
- Sped Directors can request 11-12 DSTEP accommodations coded for district - email Linda

Accommodation Materials

- Revised Accommodation Manual dated Feb. 2012
 - Includes grid with instruction/STEP/NAEP accommodations

Assessment Adaptations Grid	Instruction	Statewide Assessment	NAEP
<p>Braille A Braille is a Braille keyboard used for typing Braille that can then be printed in standard print or Braille (embosser). The Braille is similar to a typewriter or computer keyboard. Paper is inserted into the Braille and multiple keys are pressed at once, creating Braille dots with each press.</p>  <p>Through an alternative computer port, newer Brailles can simultaneously act as a speech synthesizer that reads the text displayed on the screen when paired with a screen reading program.</p>	Yes	Yes #11	Yes
<p>Breaks Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities. Sometimes a student is allowed to take breaks when individually needed.</p>	Yes	Yes #19	Yes

Assessment Dates

- Large Print and Braille
 - Orders due November 30, 2012
 - Send to Linda.Turner@state.sd.us
- STEP-A labels will be printed for any student grades 4-8 & 11 who has previously been assessed on STEP-A
 - To receive labels for 3rd grade and any new STEP-A students, submit names by October 26, 2012
 - Send to Linda.Turner@state.sd.us

Assessment Reports

- STEP and Step-A reports can be printed from assessment tab in Campus

National Center and State Collaborative General Supervision Enhancement Grant (NCSC GSEG)



A Community of Practice:

Stakeholders selected to represent a broad support group for teachers.

The Research:

- CoPs will provide a network of support in each state to build the curriculum, instruction, and assessment infrastructure through training and technical assistance. *(Barber & Fullan, 2005.)*
- CoPs will try out and provide feedback on model curriculum resources for teachers serving SSCD and supports for developing communicative competence. *(Carroll, Fulton & Doerr, 2010)*

The Vision/Path /Goals of the CoPs

- The CoPs are stakeholders across participating states willing to assist in project activities:
 - Lesson plan tryouts
 - Item reviews
 - Field tests
 - Standard setting
 - Other
- Currently seeking addition members with focus towards administration and specialty areas – please contact Linda Turner

Timeline

- Winter 2012:
 - Release Graduated Understandings in Math
 - COPs pilot Math Instructional Modules
- Spring 2013
 - Release Math Instructional Modules
 - Release Graduated Understandings in Reading
 - COPs pilot ELA Instructional Modules
 - Field test Math assessment items

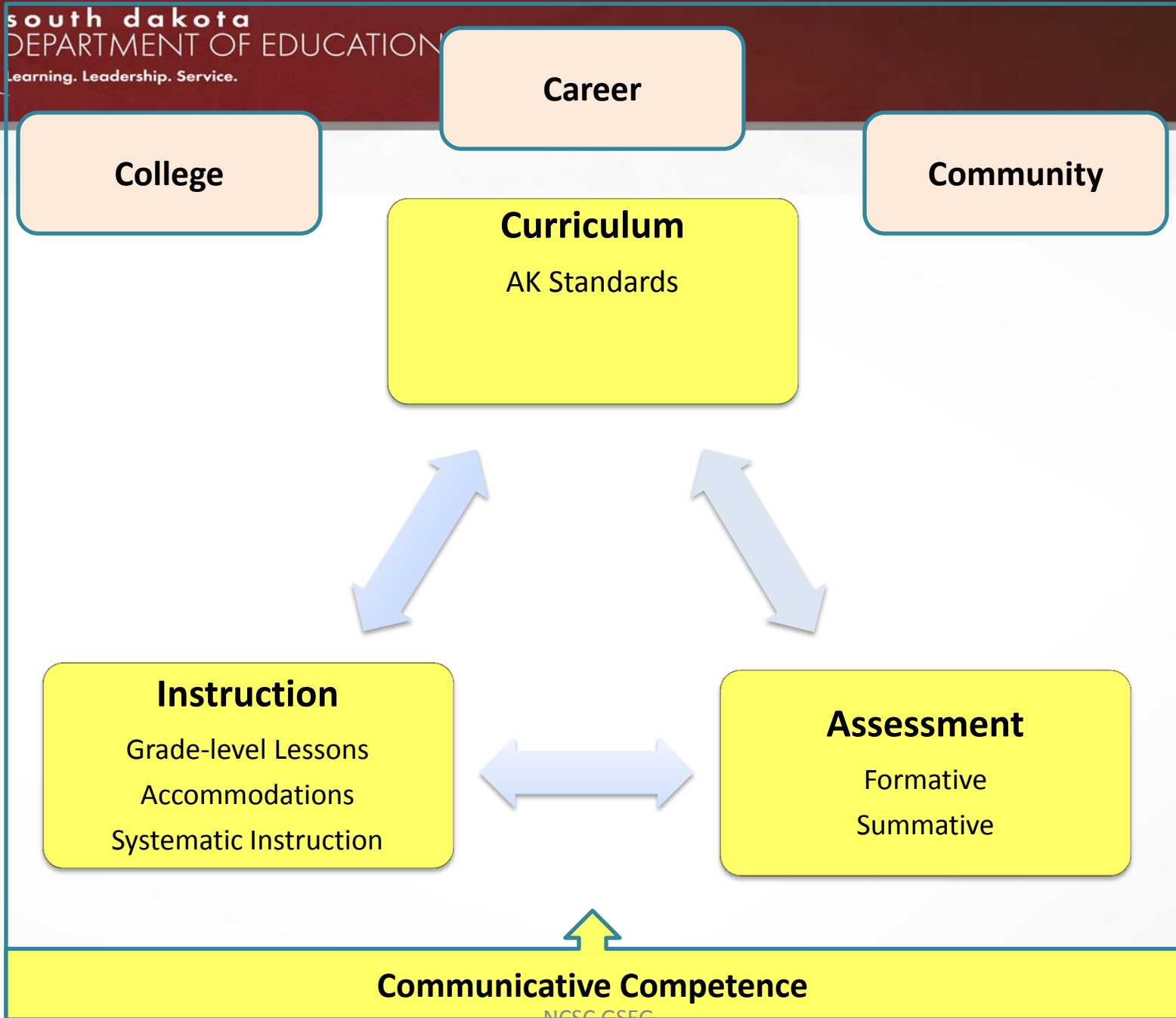
Timeline

- Fall 2013:
 - Release ELA Instructional Modules
 - Field test ELA assessment items
- Spring 2014
 - Full item field testing
- Spring 2015
 - Full implementation and assessment

****Professional development will begin in winter of 2012 and ongoing – most will be web based**



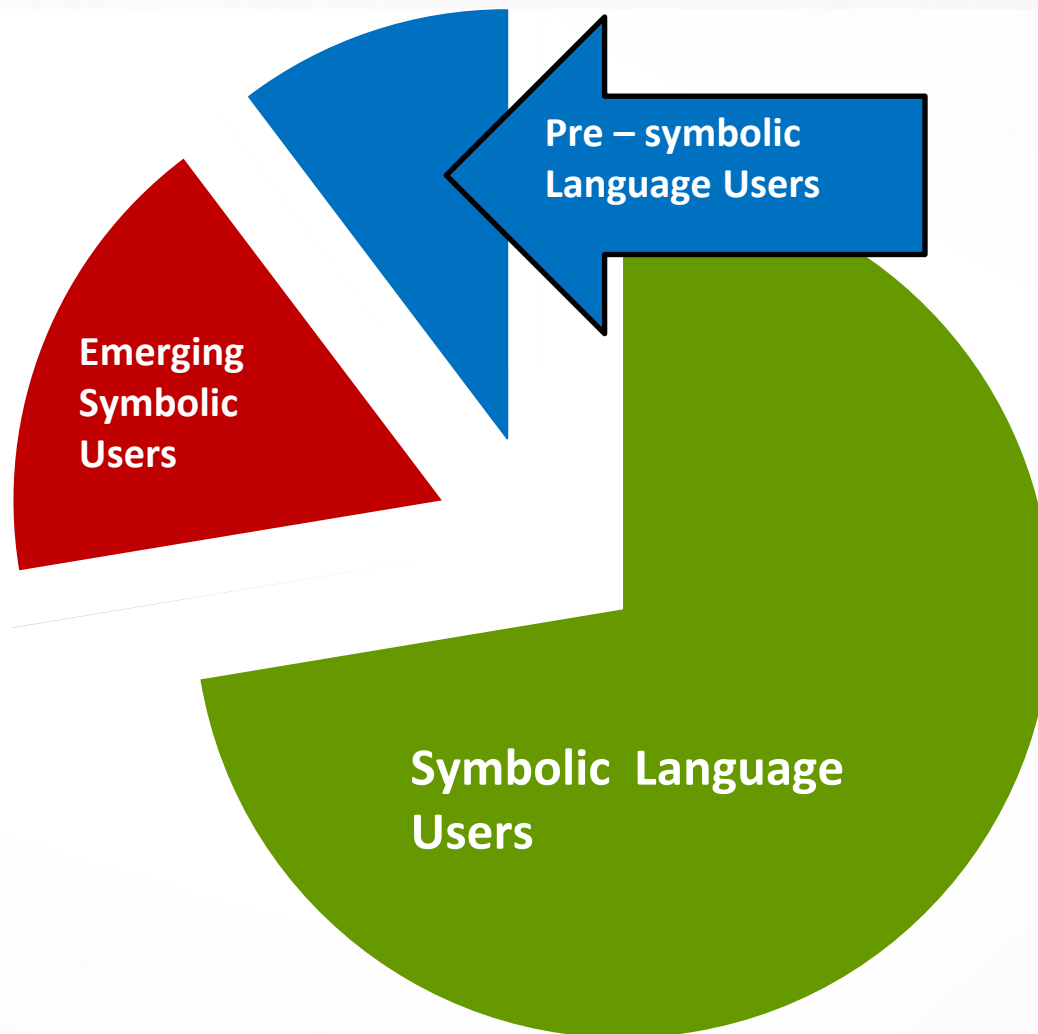
Communicative Competence

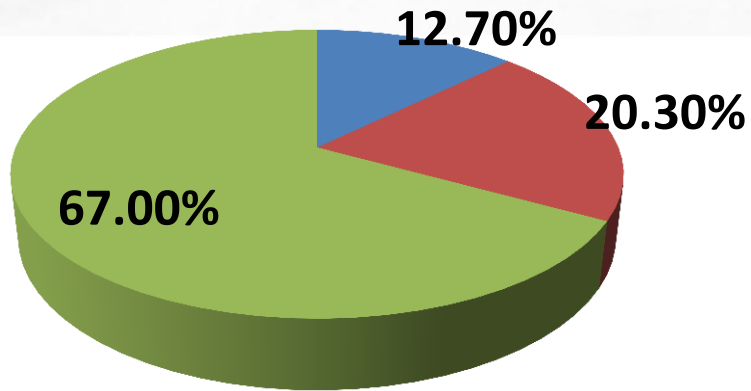


Stages of Communication

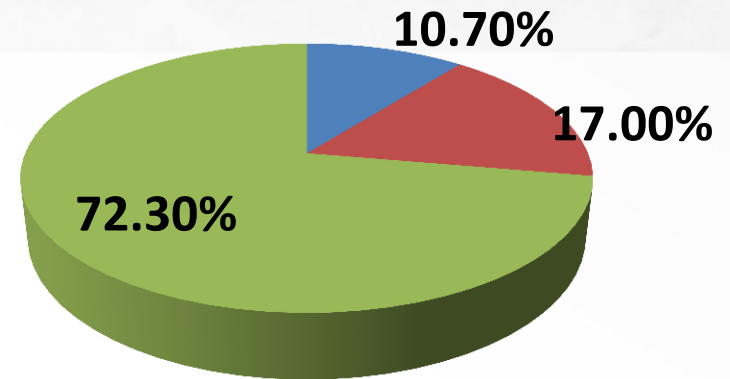
- Pre-symbolic : communicates primarily through cries, facial expressions, change in muscle tone but no clear use to communicate
- Emerging symbolic: uses intentional communication but not at a symbolic language level. Uses gestures, pictures, objects to express intentions
- Symbolic: uses verbal or written words, signs, Braille or language based augmentative systems to communicate

Symbolic Language Level

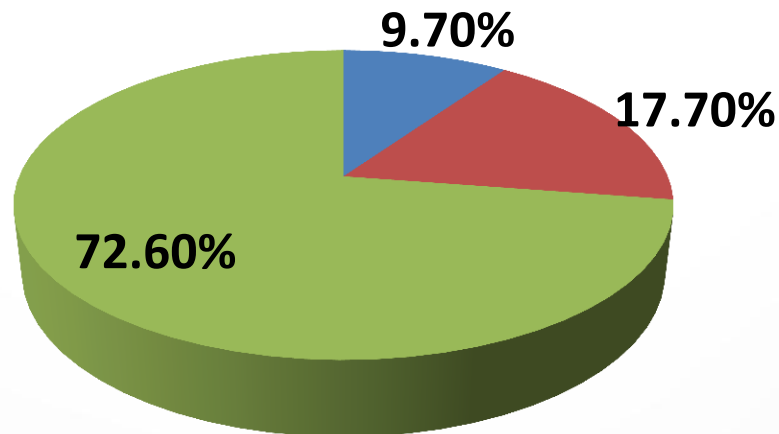




**Middle School Grade Band:
Expressive Language**

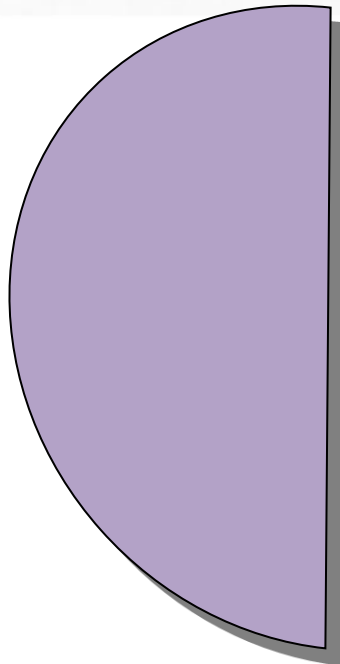


**High School Grade Band:
Expressive Language**





Most Concerning



Only 50% of the students in the emerging or pre-symbolic levels in our seven-state sample used AAC as part of their educational programs.

Communication Beliefs

- Lack of communication competence is highly predictive of poor post school outcomes. (*Kleinert et al., 2002*)
- Academic content is *by definition* symbolic content. Access to the general curriculum is only meaningful if one can understand and express that content.
- All behaviors communicate!

Communicative Competency Goal:

- All students have a communication system in place by kindergarten and are able to gain and demonstrate knowledge using that communication system before they are assessed in the third grade.
 - Webinars w/CoP
 - Communication Triage: June 2012
 - Establishment of AAC Workgroup

Writing Formative Assessments

- State writing tests for grades 5, 7, and 10:
 - Write to Learn
 - Writing Alternate
 - For students who take STEP-A unless IEP says student will participate in Write to Learn assessment
- Testing window is Sept. 1, 2012 to April 30, 2013
- Two test administrations are required during the window

Writing Formative Assessments

- Write to Learn:
<http://www.doe.sd.gov/oats/writetolearn.aspx>
 - Accommodations listed in Writing Test Coordinator Handbook
- Writing Alternate:
<http://www.doe.sd.gov/oats/AltAssessment.aspx>
 - Training materials
 - Assessment
 - Enter scores online


Special Ed Initiatives and Training

Dropout Prevention Activities

- Provide:
 - Bi-Monthly Webinars (Begin Sept. 5)
 - Guest Speakers
 - School Attendance Review Board
 - Interagency Collaboration
 - Check and Connect and other mentoring programs
 - Early Warning System
 - JAG
 - Contact Melissa.Flor@state.sd.us for more information
 - Off-site technical assistance
 - Presentations

Behavior Support Plans/Positive Behavioral Interventions and Supports

Accreditation and Certification
Assessment and Technology
Curriculum and CTE
Finance, Grants Data Management
Health, Nutrition After School
Title Programs SPED, Head Start





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Positive Behavior Interventions and Supports
CONTACT

Positive behavioral interventions and supports (PBIS) is comprised of a broad range of systemic school-wide, group, and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. PBIS is not a specific "model" but a compilation of effective practices, interventions, and systems change strategies that have been proven to be empirically effective and efficient. PBIS has relevant applications to educating all children and youth in schools or other community settings.

PBIS is a data driven systems approach developed to assist schools and community settings achieve socially important behavior change. Systems are put in place to support staff while they teach and encourage positive, healthy behaviors. PBIS is the integration of four elements:

- Operationally defined and valued outcomes,
- Behavioral and biomedical science,
- Research-validated practices, and
- Systems change to both enhance the broad quality with which all students are living/learning and reduce problem behaviors.


When schools or community settings implement PBIS the result is documentation of more desirable child or youth behaviors and safer learning environment where students are able to achieve increased learning.

The PBIS Leadership Team began conceptualizing this plan in April 2006 and has provided advice and input concerning the best approach for implanting PBIS across SD. The SD PBIS Leadership Team is comprised members who represent Mental Health, Head Start, ESA, School Psychologists, Division of Developmental Disabilities, Special Education Directors, Higher Education, Parents, and the Department of Corrections. The primary purpose and role of the SD PBIS Leadership Team is to conve

DOCUMENTS
Discipline Guidance
Behavior Impedes Learning
Competing Behaviors Pathway
Competing Behaviors PathwayPPT
Behavior Support Plan Template
Cohorts of Schools
Manifestation Determination Worksheet
Sample Manifestation Determination Form
SD Behavior Support Plan
SD State Plan PBIS
Yearly Data Report 09-10
Yearly Data Report 10-11
Writing a Behavior Support Plan
Behavior Tracking Sample Forms
Behavioral Record
Interval Data Collection
Writing a Behavior Goal
Decrease or Stop Problem Behavior
Equivalent Replacement Behavior

Response to Intervention

Accreditation and Certification	Assessment and Technology	Curriculum and CTE	Finance, Grants Data Management	Health, Nutrition After School	Title Programs SPED, Head Start
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Response to Intervention
CONTACT

A Response to Intervention (RtI) approach is not new. RtI refines earlier initiatives in general education such as teacher assistant teams, pre-referral interventions, and problem-solving teams. With the reauthorization of IDEA in 2004, however, RtI is brought to the forefront of educational practice and service delivery as an alternative to the traditional approach to identifying students with learning disabilities.

The Individuals with Disabilities Education Improvement Act of 2004 states, "a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures."

RtI represents a progressive intervention approach that identifies students at risk for learning difficulties, including those who may have a Specific Learning Disability (SLD), and provides early intervention with the goal of improving the achievement of all students. To that end, RtI also aligns itself with the No Child Left Behind Act (NCLB) of 2001.

Definition of Response to Intervention (RtI)

The National Association of State Directors of Special Education (NASDSE, 2005) defines RtI as the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions.

Although there is no universally accepted RtI model or approach, it is typically understood within the context of multiple tiers of intervention service delivery for students with difficulties. In other words, students who are identified as at-risk through universal screening have their progress monitored and receive increasingly intense, multi-tiered interventions, which may evaluate in eligibility for special education and related services.

DOCUMENTS
[LEA Action Plan for New Schools](#)
[Bibliography](#)
[Fidelity Checklist - AIMS](#)
[Fidelity Checklist - DIBELS](#)
[Implementation Guide](#)
[SD RTI Schools](#)
[RTI Action Plan](#)
[SDRTI Approved Trainers](#)
[Service Matrix](#)
[Yearly Data Report](#)
[Quick Reference for Parents](#)
[Quick Reference for Teachers](#)

LINKS
[National Resource Center for Disabilities](#)
[Response to Intervention Listserv](#)

Next STEPS in Literacy

Instruction: Connecting Assessments to Effective Interventions

Training with Author Dr. Deb Glaser

This training is limited to 40 participants at each site

- October 9, 2012, Ft Pierre, AmericInn
- ~~• October 10, 2012, Sioux Falls, Ramada (on Russell)~~
- Times: 8:30am-4:30pm
- Who: Teachers working with students with dyslexia and other learning disabilities

Full

Flyer went out on SPED and RTI listservs with registration information

- Contact Rebecca Cain rebecca.cain@state.sd.us

SPED Directors Calls

- Use Live Meeting and conference call
 - Third Tuesday of each month Aug-June
 - 10:00 to end of agenda (no later than 12:00)
- Join the meeting:
<https://www.livemeeting.com/cc/stateofsd/join?id=Sped&role=attend>
 - Meeting ID: Sped
 - Entry Code: (none required)
- Telephone conferencing
 - Toll-free: +1 (866) 410-8397
 - Participant code: 6057738195

SPED Directors Calls

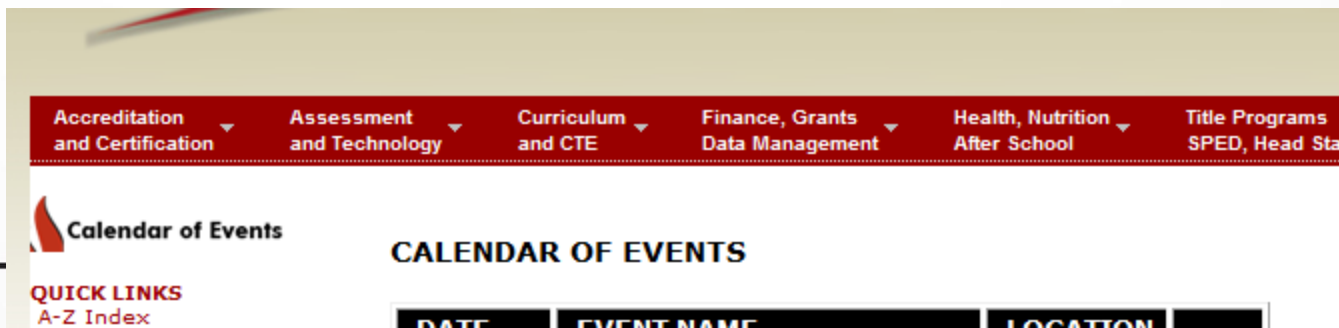
- Next Call: September 18, 2012 at 10:00 am CST.
- Recorded call can be found at
www.doe.sd.gov/oess/special/index.asp
 - Under News and Events
 - Available one week after call

IEP Workshops

- The South Dakota Special Education Programs is sponsoring another round of IEP Workshops. The workshops will be conducted by Educational Specialists.
 - Workshops are scheduled from 8:30 to 4:30 with lunch on your own. Limited to 50 participants per site.
 - All participants are required to bring a copy (hard copy or e-version) of the eligibility guide and the IEP TA guide.

IEP Workshops

- Registration is open:
 - 15 Trainings scheduled
 - For Registration: go to DOE.SD.gov Calendar of Events
- <http://www.doe.sd.gov/onlinecalendar/index.aspx>



The screenshot shows the top navigation bar of the DOE.SD.gov website with links to Accreditation and Certification, Assessment and Technology, Curriculum and CTE, Finance, Grants and Data Management, Health, Nutrition After School, and Title Programs SPED, Head Start. Below the navigation bar is the "Calendar of Events" section, which includes a "QUICK LINKS" area with an "A-Z Index" and a table with columns for "DATE", "EVENT NAME", and "LOCATION".

Accreditation and Certification Assessment and Technology Curriculum and CTE Finance, Grants and Data Management Health, Nutrition After School Title Programs SPED, Head Start

Calendar of Events

CALENDAR OF EVENTS

QUICK LINKS
A-Z Index

DATE	EVENT NAME	LOCATION
------	------------	----------

Transition/Fall Conference

- October 16-18, 2012 in Spearfish
- Transition and Vocational Rehabilitation are partnering
- Participants can attend any of the sessions offered
- Dynamic Speakers
- CEU and University Credit options
- Meals included
- Contact TSLP staff for more information

The Out-of-Sync Child: Understanding Sensory Processing Disorder

- Author and Presenter Carol Kranowitz
- **FREE** 2 day Workshop Opportunity
 - Kings Inn Pierre, SD
 - October 11th & 12th from 8:30am – 4:30pm
 - 12 Education Contact Hours available
 - Registration opens July 2nd, 2012 (see attached flyer)
 - **DAY 1:** Sensory Processing, Sensory Processing Disorder, What great OT-SI (Occupational Therapy using Sensory Integration techniques) looks like, and Sensory-Motor Activities
 - **DAY 2:** Problems Associated with SPD, Research Reports, Identifying Sensory Processing Issues, and Additional "In Sync" activities
- Who should attend?
 - Parents, Special Education Teachers, Regular Education Teachers, Sped Directors, Occupational Therapist, Physical Therapist, Speech/Language Therapist

Data Manager Training

- Follow this link to sign up for training
http://www.riversidepublishing.com/BDI2_training/
- If you are new to the BDI system it is important that you participate in this training

DataManager Training


The *DataManager* training will cover setting up your hierarchy and adding staff. In addition, for examiners who assess children and record their assessment data on the paper protocol, instructions for entering that assessment data into the *DataManager* for scoring and reporting will be covered.

- ☐ **Training 1:** Setting up the *DataManager* hierarchy
- ☐ **Training 2:** Adding staff and children to *DataManager*
- ☐ **Training 3:** Entering assessment data into *DataManager*
- ☐ **Training 4:** Reports and exports in *DataManager*

Special Education Information

Special Ed Website: doe.sd.gov

Accreditation and Certification	Assessment and Technology	Curriculum and CTE	Finance, Grants and Data Management	Health, Nutrition After School	Title Programs SPED, Head Start
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Special Education


DIRECTOR'S MONTHLY CALLS

The Office of Special Education promotes collaboration among parents, educators, students, community and other agencies to make available the full range of personnel, programming, and placement options, including early intervention and transition services, required to ensure that all children with disabilities have available to them a free and appropriate public education.

Notice of Public Availability

Notice is hereby given that the SD Department of Education, Special Education Programs is making available to the public the Federal Fiscal Year (FFY) 2012 Grant Applications under Part B of the Individuals for Disabilities Education Act (IDEA). Copies of the [applications can be downloaded here](#), or they are available by contacting the SD Department of Education – Special Education Programs, Part B and Part C, Annual State Applications; 800 Governors Drive, Pierre, SD 57501 (605-773-3678).

Written comments concerning the federal application will be accepted from March 10, 2012 through April 10, 2012. Comments regarding the Part B IDEA application should be sent to Ann Larsen, Director of



[CLICK HERE TO LOG IN](#)

DOCUMENTS

- [Administrative Rules](#)
- [Determining Eligibility](#)
- [Directions - Eligibility Form](#)
- [Districtwide Assessment Policy](#)
- [Dyslexia Handbook](#)
- [Evaluation Quick Reference Guide](#)
- [Extended School Year Services](#)
- [Guide - Private School](#)
- [NIMAS-NIMAC Memo](#)
- [NIMAS-NIMAC IDEA Regulations](#)
- [Related Services Guide](#)
- [Regional Representatives](#)
- [Skills Based Assessment Guide](#)
- [Surrogate Parent Manual](#)
- [Transportation Guide - Costs](#)

Resources on Sped Web Page

Accreditation and Certification


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Curriculum and CTE

Finance, Grants Data Management

Health, Nutrition After School

Title Programs SPED, Head Start




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- [NIMAS-NIMAC IDEA Regulations](#)
- [Related Services Guide](#)
- [Regional Representatives](#)
- [Skills Based Assessment Guide](#)
- [Surrogate Parent Manual](#)
- [Transportation Guide - Costs](#)

Special Ed Connections

- Free access to every district.
- Passwords were provided to superintendents and special education directors.
- Can call the help desk or customer service to get password:
 - Help Desk
1-800-515-4577, ext. 6303
 - Customer Service
1-800-341-7874
- <http://doe.sd.gov/oess/specialed/index.asp>

SEP Listservs

- General Special Ed Listserv:
<http://www.k12.sd.us/Listserv/DOESpecialEd.htm>
- Special Ed Transition:
<http://www.k12.sd.us/Listserv/DOESpecialEdTransition.htm>
- Alternate Assessment:
<http://listserv.state.sd.us/archives/spedalternate.html>
- Early Childhood:
<http://listserv.state.sd.us/archives/sdearlychildhoodoutcomes.html>
- Online IEP:
<http://listserv.state.sd.us/archives/iepusers.html>
- RTI: <http://www.k12.sd.us/Listserv/SDRTI.htm>

Resources

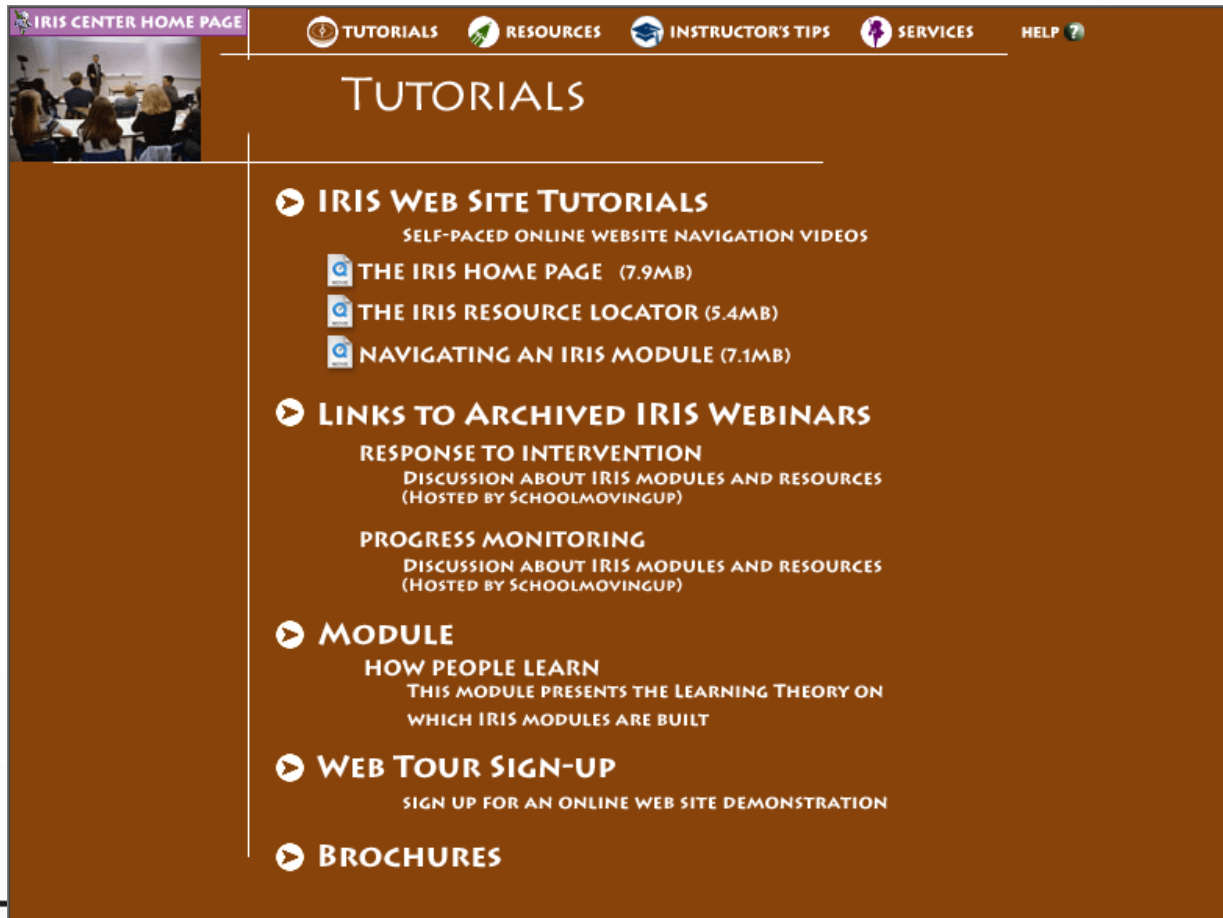
IRIS Center

- <http://iris.peabody.vanderbilt.edu/>



IRIS Center

- <http://iris.peabody.vanderbilt.edu/>













The screenshot shows the IRIS Center website interface. At the top, there is a navigation bar with links: TUTORIALS, RESOURCES, INSTRUCTOR'S TIPS, SERVICES, and HELP. Below this, the main heading is "TUTORIALS". The content area lists several sections:

- IRIS WEB SITE TUTORIALS**
SELF-PACED ONLINE WEBSITE NAVIGATION VIDEOS
 - THE IRIS HOME PAGE (7.9MB)
 - THE IRIS RESOURCE LOCATOR (5.4MB)
 - NAVIGATING AN IRIS MODULE (7.1MB)
- LINKS TO ARCHIVED IRIS WEBINARS**
 - RESPONSE TO INTERVENTION**
DISCUSSION ABOUT IRIS MODULES AND RESOURCES
(HOSTED BY SCHOOLMOVINGUP)
 - PROGRESS MONITORING**
DISCUSSION ABOUT IRIS MODULES AND RESOURCES
(HOSTED BY SCHOOLMOVINGUP)
- MODULE**
HOW PEOPLE LEARN
THIS MODULE PRESENTS THE LEARNING THEORY ON
WHICH IRIS MODULES ARE BUILT
- WEB TOUR SIGN-UP**
SIGN UP FOR AN ONLINE WEB SITE DEMONSTRATION
- BROCHURES**

IRIS Center

- <http://iris.peabody.vanderbilt.edu/>

IRIS RESOURCE LOCATOR

TOPICS	Select a TOPIC to start.	TOOLS
All topics	 Modules (0)	 Film Search Tool
Accommodations	 Case Studies (0)	 Module Media Search Tool
Assessment (Includes Progress Monitoring)	 Activities (0)	 Online Dictionary
Assistive Technology	 Information Briefs (0)	 Web Resource Directory
Behavior and Classroom Management	 Podcasts (0)	 New and Coming Soon
Collaboration		
Content Instruction		
Differentiated Instruction		
Disability		
Diversity		
Learning Strategies		
Math		
RTI (includes Early Intervening)		
Reading, Literacy, Language Arts		
Related Services		
School Improvement/ Leadership		
Transition		
Grades: PreK - 3		
Grades: 4 - 6		

Note that the above "TOOLS" list opens pages that are FLASH-based. The same tools in a non-FLASH format are listed at the bottom of this page.

[Using the Locator](#)

Online Training Modules:

<http://mast.ecu.edu/>

MAST Home

Module Selection

About MAST

Contact MAST



Modules Addressing Special Education
and Teacher Education

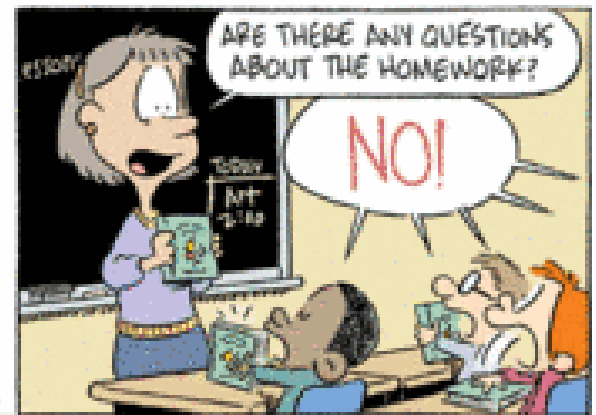
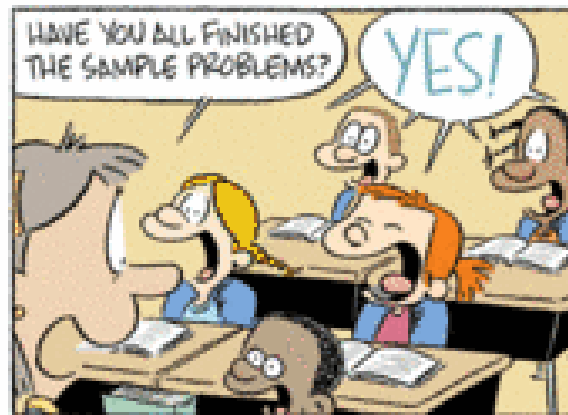
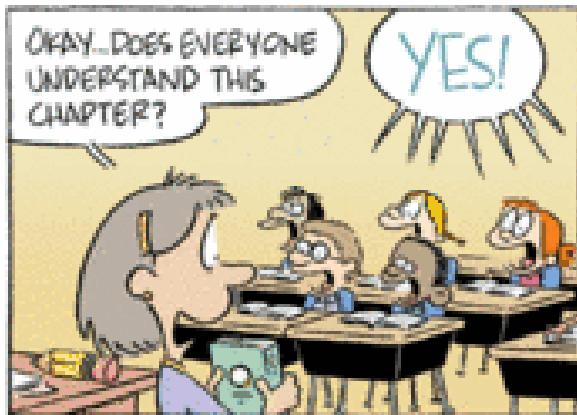
[Select a Module](#) | [About Mast](#)

Poll on Para Professional Training

Questions?

BABY BLUES

BY RICK KIRKMAN & JERRY SCOTT



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Illustrated by Jerry Scott

www.southdakota.gov

Regional Representatives

- Questions: Contact Regional Representative
 - Region 1 – Angie Boddicker – 773-2594
 - Region 2 – Becky Cain – 280-3568
 - Region 3 – Linda Turner – 773-6119
 - Region 4 – Wendy Jarvis – 773-8041
 - Region 5 & 6 – Alicia Schoenhard – 773-3219
 - Region 7 – Melissa Flor – 773-8195
- General Sped Number: 773-3678

Thank You

